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ABSTRACT

This paper discusses current school reforms and their role in addressing barriers to student learning. Providing all students an equal opportunity to succeed requires more than higher standards and greater accountability for instruction, better teaching, increased discipline, reduced school violence, and an end to social promotion. It also requires a comprehensive, multifaceted approach to barriers to learning and teaching. Ultimately, addressing barriers to learning must be approached from a societal perspective and requires fundamental systemic reforms designed to improve efforts to support and enable learning. This calls for developing a continuum of community and school programs. This report focuses on how such a continuum must be comprehensive, multifaceted, and integrated and woven into three overlapping systems: systems of prevention, systems of early intervention to address problems as soon after onset as feasible, and systems of care for those with chronic and severe problems. (GCP)

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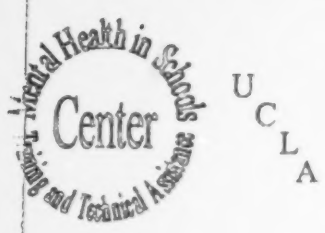

A Center Brief . . .

Introduction to a component for

Addressing Barriers to Student Learning

June, 2001

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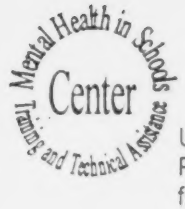

UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: *To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.*

Through collaboration, the center will

- enhance practitioner roles, functions and competence
- interface with systemic reform movements to strengthen mental health in schools
- assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools

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U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
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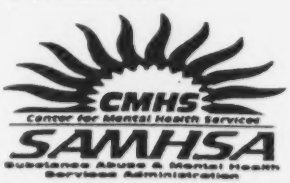


Current School Reforms and Addressing Barriers to Student Learning

It is easy to say that schools must ensure that *all* students succeed. If all students came ready and able to profit from "high standards"curricula, then there would be little problem. But *all* encompasses those who are experiencing *external* and *internal* barriers that interfere with benefitting from what the teacher is offering. Thus, providing all students an equal opportunity to succeed requires more than higher standards and greater accountability for instruction, better teaching, increased discipline, reduced school violence, and an end to social promotion. It also requires a comprehensive, multifaceted approach to barriers to learning and teaching.

As long as school reforms fail to address such barriers in comprehensive and multifaceted ways, especially in schools where large proportions of students are not doing well,

> *it will remain a myth to think that achievement test score averages can be meaningfully raised by focusing mainly on curriculum and instructional concerns and classroom management techniques.*

The notion of barriers to learning encompasses external and internal factors. It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. Some also bring with them intrinsic conditions that make learning and performing difficult. At some time or another, most students bring problems with them to school that affect their learning and perhaps interfere with the teacher's efforts to teach. In some geographic areas, many youngsters bring a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. As a result, some youngsters at every grade level come to school unready to meet the setting's demands effectively.

Youngsters' problems are exacerbated as they internalize the frustrations of confronting barriers and the debilitating effects of performing poorly at school. In some locales, the reality often is that over 50% of students manifest forms of behavior, learning, and emotional problems. And, in most schools in these locales, teachers are ill-prepared to address the problems in a potent manner. Thus, when a student is not doing well, the trend increasingly is to refer them directly for counseling or for assessment in hopes of referral for special help – perhaps even special education assignment.

In some schools and classrooms, the number of referrals is dramatic. Where special teams have been established to review teacher requests for help, the list grows as the year proceeds. The longer the list, the longer the lag time for review – often to the point that, by the end of the school year, the team only has reviewed a small percentage of those on the list. *And, no matter how many are reviewed, there always are more referrals than can be served.*

One solution might be to convince policy makers to fund more services. However, even if the policy climate favored expanding public services, more health and social services alone are not a comprehensive approach for addressing barriers to learning. More services to treat problems certainly are needed. But so are prevention and early-after-onset programs that can reduce the number of students teachers refer for special assistance.

Ultimately, of course, addressing barriers to learning must be approached from a societal perspective and requires fundamental systemic reforms designed to improve efforts to support and enable learning. This calls for developing a continuum of community and school programs (see Figure 1).

Needed: A Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning and Promoting Healthy Development

Figure 1.

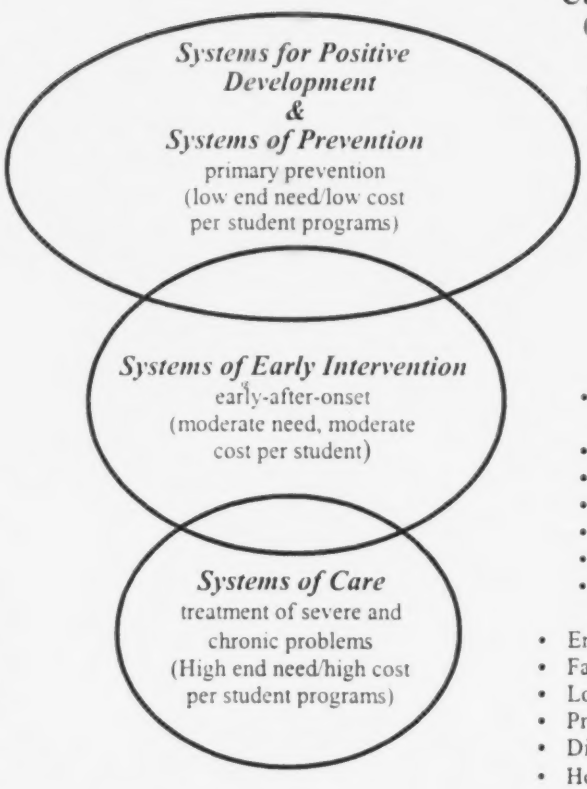
School Resources
(facilities, stakeholders, programs, services)

Examples:

- Enrichment & recreation
- General health education
- Promotion of social and emotional development
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement

- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- Work programs

- Special education for learning disabilities, emotional disturbance, and other health impairments


Systems for Positive Development
&
Systems of Prevention
primary prevention
(low end need/low cost per student programs)
Systems of Early Intervention
early-after-onset
(moderate need, moderate cost per student)
Systems of Care
treatment of severe and chronic problems
(High end need/high cost per student programs)

Community Resources
(facilities, stakeholders, programs, services)

Examples:

- Youth development programs
- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education

- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs

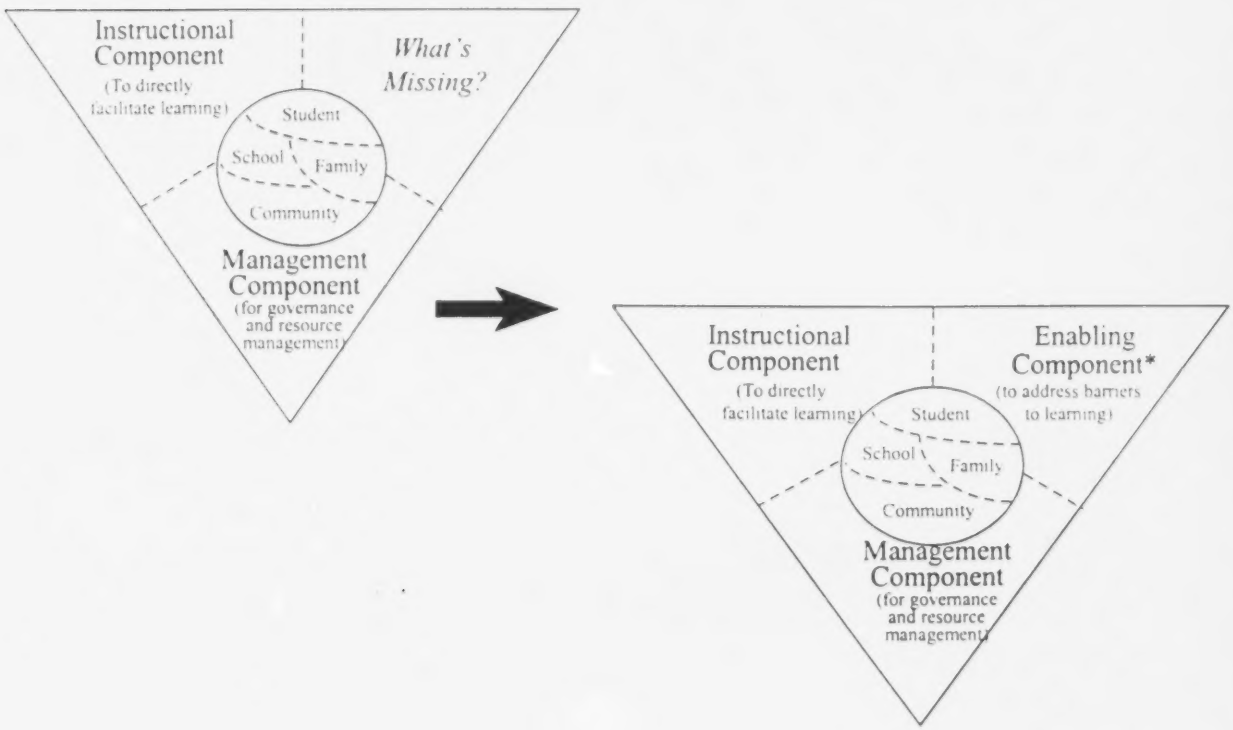
- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization

Such a continuum must be *comprehensive, multifaceted,* and *integrated* and woven into three overlapping systems: systems of prevention, systems of early intervention to address problems as soon after onset as feasible, and systems of care for those with chronic and severe problems.

Moving to a 3 Component Model for School Reform

With the full continuum in mind, pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning. Such work points to the need to expand prevailing thinking about school reform. That is, it underscores that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately (see Figure 2).

Figure 2. Moving from a two to a three component model for reform and restructuring



*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

A three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform.

We call this third component an *Enabling Component.*

Enabling is defined as "providing with the means or opportunity; making possible, practical, or easy; giving power, capacity, or sanction to."

The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum of enabling activity *is essential* in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction. Thus, to enable teachers to teach effectively, there must not only be effective instruction and well-managed schools, but barriers must be handled in a comprehensive way. All three components are seen as essential, complementary, and overlapping.

In establishing such a third component, some schools and education agencies around the country have labeled it a "Learning Supports" component or a "Supportive Learning Environment" component or a "Comprehensive Student Support System."

A Framework for an Enabling Component at a School Site

By calling for reforms that fully integrate a focus on addressing barriers to student learning, the notion of a third component (whatever it is called) provides a unifying concept for responding to a wide range of psychosocial factors interfering with young people's learning and performance. And, the concept calls on reformers to expand the current emphasis on improving instruction and school management to include a *comprehensive* component for addressing barriers to learning and to ensure it is well integrated with the other two components.

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and then (b) creating an infrastructure to restructure and enhance existing resources. Based on an extensive analysis of activity used to address barriers to learning, we cluster enabling activity into six interrelated areas (see Figure 3).

As can be seen in Figure 3, the six areas are concerned with:

(1) enhancing the classroom teacher's capacity to address problems and foster social, emotional, intellectual and behavioral development,

(2) enhancing the capacity of schools to handle the many transition concerns confronting students and their families,

(3) responding to, minimizing impact, and preventing crises,

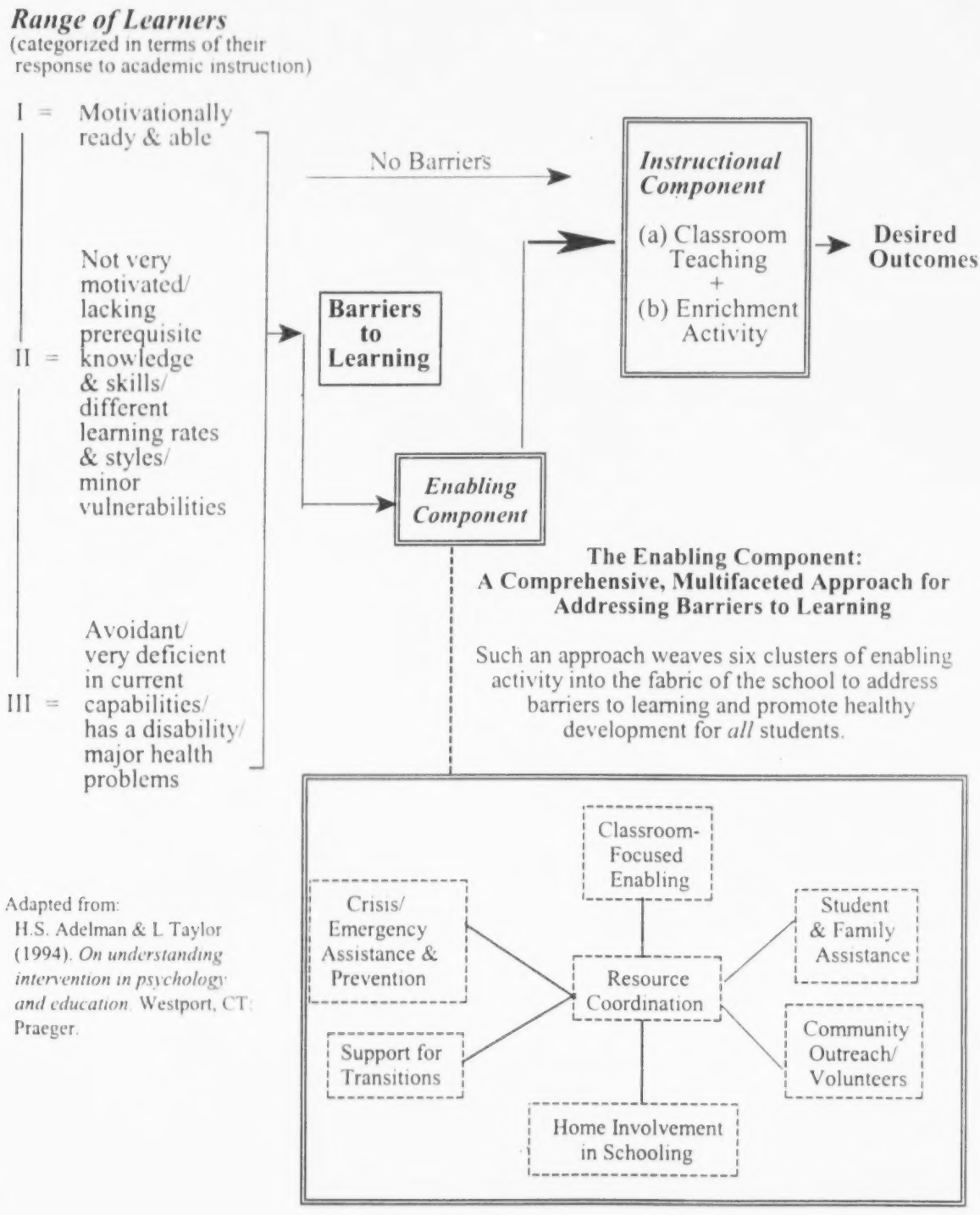
(4) enhancing home involvement,

(5) outreaching to the surrounding community to build linkages, and

(6) providing special assistance for students and families.

Each of these are briefly highlighted in Table 1.

Figure 3. An enabling component to address barriers to learning and enhance healthy development at a school site.


Range of Learners
(categorized in terms of their response to academic instruction)
I = Motivationally ready & able
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
No Barriers
Barriers to Learning
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
Enabling Component
The Enabling Component:
A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning
Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for all students.
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Resource Coordination
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling

Adapted from:
H.S. Adelman & L. Taylor (1994). *On understanding intervention in psychology and education*. Westport, CT: Praeger.

Table 1

"Curriculum" Areas for an Enabling Component

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Responding to minimizing impact, and preventing crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

(cont.)

Table 1 (cont). **"Curriculum" Areas for an Enabling Component**

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to their children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned,- based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

Unfortunatately, most school reformers seem unaware that if all students are to benefit from higher standards and improved instruction, schools must play a major role in developing such programs and systems. It is time for reform advocates to expand their emphasis on improving instruction and school management to include a comprehensive component for addressing barriers to learning, and they must pursue this third component with the same priority they devote to the other two.

Some References

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H.S. Adelman, C. Reyna, R. Collins, J. Onghai, & L. Taylor (1999). Fundamental Concerns About Policy for Addressing Barriers to Student Learning. *Reading & Writing Quarterly, 15*, 327-350.

L. Taylor, P. Nelson, & H.S. Adelman (1999). Scaling-Up Reforms Across a School District. *Reading & Writing Quarterly, 15*, 303-326.

Besides the above published articles, the Center has many documents designed to facilitate development of a component for addressing barriers to student learning. These include:

- *A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*
- *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base*
- *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*
- *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*
- *Getting from Here to There: A Guidebook for the Enabling Component*
- *A Guide to the Enabling Component (one of the New American School Models)*
- *School-Community Partnerships: A Guide*
- *Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships*
- *Pioneer Initiatives to Reform Education Support Programs*

- *Organization Facilitators: A Change Agent for Systemic School and Community Changes*
- *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*
- *New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale*
- *Framing New Directions for School Counselors, Psychologists, & Social Workers*
- *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling (an inservice curriculum)*
- *Accompanying Readings & Tools for Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling*

In addition, the Center has a variety of packets covering related matters. For example:

- *What Schools Can Do to Welcome and Meet the Needs of All Students and Families*
- *Volunteers to Help Teachers and School Address Barriers to Learning*
- *After-School Programs and Addressing Barriers to Learning*
- *Behavioral Initiatives in Broad Perspective*
- *Protective Factors (Resiliency)*
- *Using Technology to Address Barriers to Learning*
- *Dropout Prevention*
- *Learning Problems and Learning Disabilities*
- *Attention Problems: Intervention and Resources*
- *Conduct and Behavior Problems in School Aged Youth*
- *Assessing to Address Barriers to Learning*
- *Cultural Concerns in Addressing Barriers to Learning*
- *Early Development and Learning from the Perspective of Addressing Barriers*

and much more. ***See list on our website: http://smhp.psych.ucla.edu***

Where it's happening

Schools, districts, and states across the country are beginning to explore the value of a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning. Examples include:

- Elizabeth Learning Center in the Los Angeles Unified School District. This school is a demonstration site for the New American Schools' Urban Learning Center model. That model has adopted a three component approach to school reform. The component for addressing barriers to student learning is called Learning Supports. Our Center continues to work with Elizabeth Learning Center as they move forward. Because the Urban Learning Center model is listed in legislation as one of the Comprehensive School Reform models, the concept of a Learning Supports Component is being adopted currently in various locales (e.g., California's Compton School District, several schools in Utah).

- State of Hawai'i. The entire state has adopted and has begun to implement the framework. They call their component for addressing barriers a Comprehensive Student Support System. Our Center continues to work with the State as the work progresses.

- State of Washington. The state's Office of Public Instruction has been encouraging schools to adopt a component for addressing barriers to learning. They call it a component for a Supportive Learning Environment. Our Center continues to work with various groups across the state.

- State of California. As their approach to these concerns, the state Dept. of Education has adopted what they have dubbed a Learning Supports Component.

- Los Angeles Unified School District. The schools in the district have made a commitment to establishing more comprehensive, multifaceted, and integrated approaches to addressing barriers to learning. In doing so, they continue to explore how to develop a Learning Supports Component for schools.

- Detroit Public Schools. Based on the frameworks described in this document, the district has pursued development of Resource Coordinating Teams at every school to establish a component that encompasses the six areas we call an enabling component.

- Wilder Foundation's Achievement Plus Schools in St. Paul, MN. The foundation in partnership with the St. Paul School District is developing a school reform model at three sites. Based on our frameworks, they have adopted the enabling component as their approach to addressing barriers to learning.

- Safe Schools/Healthy Students initiative. Around the country, several of these federally-funded projects have used the enabling component framework in establishing their programs. Currently, we are working with the technical assistance center for the initiative (the Action Center in VA) to help other sites understand how to use a component for addressing barriers to learning as an umbrella for sustaining and evolving the work they have begun.

Several state education agencies have taken note of the concept of an enabling component for addressing barriers to learning, and we are interfacing with them as they explore their next steps. These include Wisconsin, Alaska, New York, and Maryland.

CENTER FOR MENTAL HEALTH IN SCHOOLS, UCLA

Reports and Briefs Related to System Restructuring to Address Barriers to Learning

One facet of the Center's work involves development of reports and briefs. One subgroup of these is being developed in response to requests for concise overviews that can catch the attention of various stakeholders (e.g., administrators, policy makers, parents, teachers, community partners, support service personnel). In creating systemic change, multiple audiences need concise and cohesive information ranging from "big picture" overviews to step-by-step guides. The information and its effective communication are basic to "social marketing" related to systemic change.

Each document cited below is designed to stand alone; together they constitute a series of complementary works relevant to system restructuring for addressing barriers to student learning and promoting healthy development. They range from presentations of vision and overview to discussions of how to get there from here (how to steps and tasks). All are downloadable from our website: http://smhp.psych.ucla.edu or can be ordered for the cost of copying and handling. Major guidebooks related to these matters also are available.

Overview/Vision/Research Base

Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships

Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base

Policy Direction & Commitment

Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice

The Policy Problem and a Resolution to Guide Organizations Working toward Policy Cohesion

Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning

Pioneer Initiatives to Reform Education Support Programs: Report/Separate Executive Summary

Building and Sustaining Local Capacity

Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports

Organization Facilitators: A Change Agent for Systemic School and Community Changes

Financing Mental Health for Children & Adolescents: Brief and Fact Sheet

New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale

New Professional Roles and Functions

Framing New Directions for School Counselors, Psychologists, & Social Workers

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Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

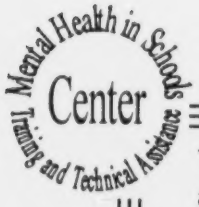
- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards

Programs and Process Concerns

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics

Psychosocial Problems

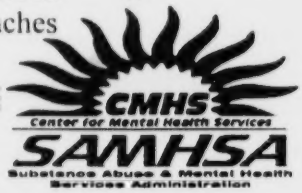
- Drug/alcoh. abuse
- Depression/suicide
- Grief
- Dropout prevention
- Gangs
- School adjustment (including newcomer acculturation)
- Pregnancy prevention/support
- Eating problems (anorexia, bulim.)
- Physical/Sexual Abuse
- Neglect
- Gender and sexuality
- Learning, attention & behavior problems
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Reactions to chronic illness



The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau



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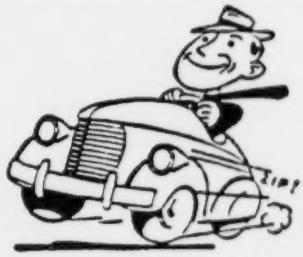
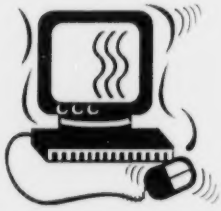
Need Resource Materials Fast?



Check out our *Quick Finds !!!!*



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http://smhp.psych.ucla.edu

Just click *SEARCH* from our home page and you are on your way!!

You can:

- **QUICK FIND:** *To quickly find information on Center topics*
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- **SEARCH OUR DATABASES:** *For resource materials developed by our Center, clearinghouse document summaries, listings of cadre members, organizations and internet sites.*

Quick Find Responses include:

- Center Developed Resources and Tools
- Relevant Publications on the Internet
- Selected Materials from Our Clearinghouse
- A whole lot more, and if we don't have it we can find it !!!! We keep adding to and improving the center — So keep in contact!